

DOCUMENT RESUME

ED 322 060

SO 030 092

TITLE Social Studies Grade 8. Blue Prints for Testing
Minimum Performance Test Item Specifications.

INSTITUTION Arkansas State Dept. of Education, Little Rock.

PUB DATE 88

NOTE 32p.; For related document, see SO 030 091.

PUB TYPE Tests/Evaluation Instruments (160) -- Guides -
Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Academic Standards; *Educational Objectives; Grade 8;
Junior High Schools; *Minimum Competency Testing;
*Social Studies; State Programs; Teaching Guides;
Test Format; Testing; *Testing Programs; Test
Manuals

IDENTIFIERS *Arkansas

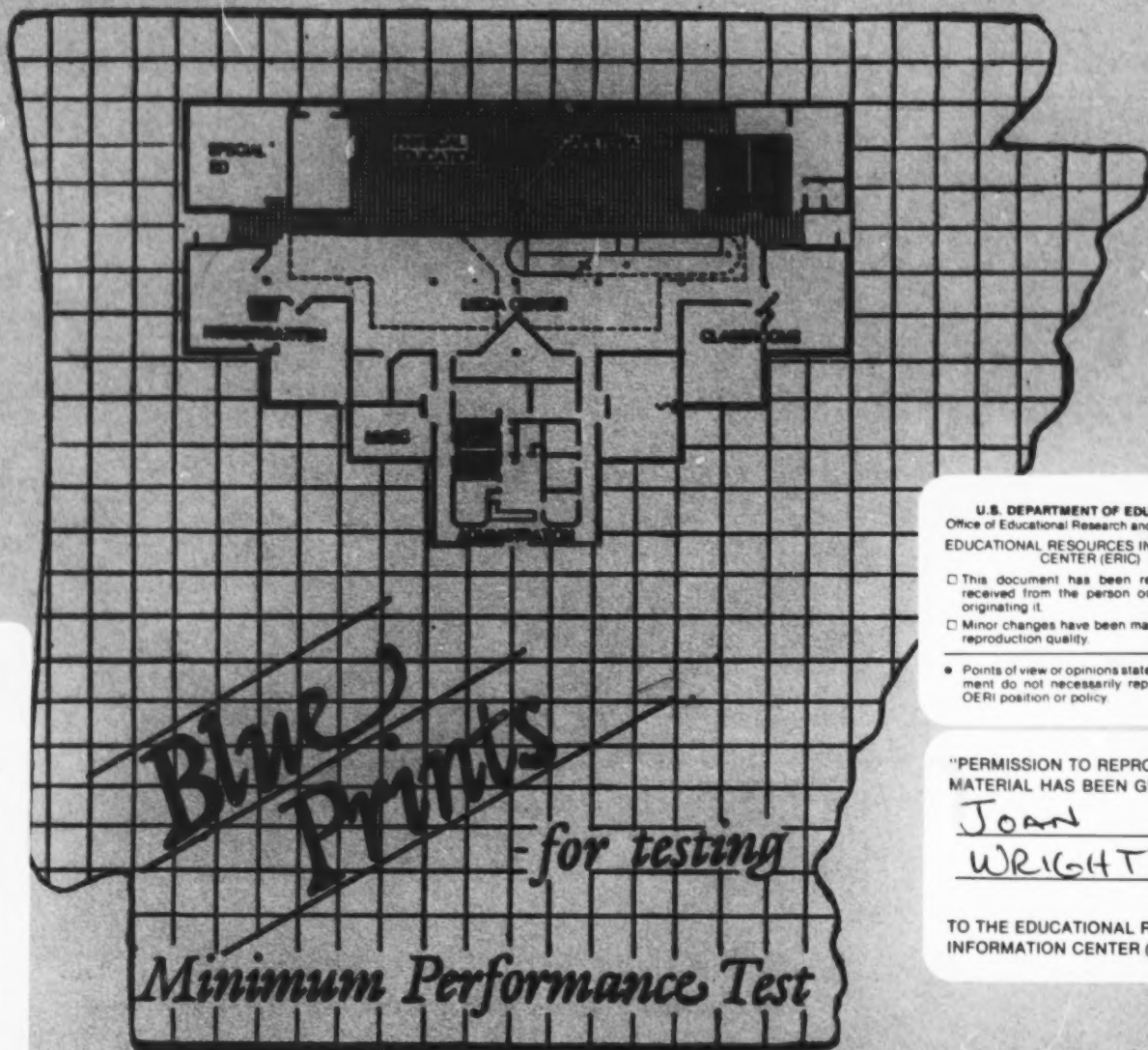
ABSTRACT

Item specifications developed by the Arkansas Department of Education as part of the Minimum Performance Testing Program (MPT) appear in this document. Specifically, the social studies materials given to eighth-grade students on the MPT are reviewed. The purpose of an item specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number, grade level, subject areas, goal identification, skill description, stimulus attributes (format, content, directions), response attributes (format, content, directions), and sample items. Item specifications are intended to guide teachers in the development of information evaluation instruments that determine whether or not students have mastered specific objectives. Teachers also may use the item specifications to familiarize students with what to expect on the MPT. School administrators may use the item specifications when they communicate to the public about the MPT. It is noted that none of these item specifications have appeared or will ever appear on the MPT. (DB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Arkansas Department of Education

ED322060



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Joan
WRIGHT

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Item Specifications

**Social Studies
Grade 8**

80 030 092

INTRODUCTION

These Item Specifications were developed by the Department of Education as part of the Arkansas Minimum Performance Testing Program (MPT). There is one Item Specification for each instructional objective included in the MPT. While all objectives are not necessarily tested every year, every objective included here may appear in the MPT.

The purpose of an Item Specification is to provide an overview of the general content and format of test items used to measure an instructional objective. Specifically, each Item Specification contains the following information:

- * *Objective Identification Number*
- * *Grade Level*
- * *Subject Area*
- * *Goal Identification*
- * *Skill Description*
- * *Stimulus Attributes (Format, Content, Directions)*
- * *Response Attributes (Format, Content, Directions)*
- * *Sample Item(s)*

The first five elements listed above are consistently labeled and defined to correspond with the Teachers' Guide and MPT materials. The Stimulus Attributes section contains information about the item stem (the question or incomplete statement that makes up the test question). Similarly, the Response Attributes section contains information about the correct answer and about possible incorrect answers. The Sample Item section provides examples of a test item or items which are similar to the items which may appear on the MPT.

These Item Specifications may be used in a variety of ways. Teachers may use them to guide them in the development of information evaluation instruments to determine whether or not students have mastered specific objectives. Teachers may also use these Item Specifications to inform parents about what their children will experience when they take the MPT. Teachers may also use these Item Specifications to familiarize students with what to expect on the MPT.

School administrators may use these Item Specifications when they communicate to the public about the MPT. The sample items may be useful in illustrating what mastery of an objective means.

It is important to understand that use of these Item Specifications does not in any way invalidate the MPT. None of the test items on these Item Specifications have appeared or will ever appear on the MPT. Using these Item Specifications in the classroom or as part of the instructional process is **NOT** teaching the test!

OBJECTIVE: 1.1

GRADE 8: UNITED STATES HISTORY GOAL: EXPLORATION OF THE NEW WORLD

SKILL: Identify the three main countries involved in exploration of the New World (Spain, France, England) and locate their main areas of exploration (Spanish: Florida and the Southwest; French: Mississippi, Missouri and Ohio River Valleys; English: East Coast).

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question such as: Which country was (was NOT) involved in exploration of the New World?
- Type 2* a map of the Western Hemisphere followed by a direct question such as: Which number represents an area explored by the ()?

B. Content

- Type 1* N/A
- Type 2* map with six areas of exploration labeled with numbers

C. Directions

- Type 1* N/A
- Type 2* Use the map to answer question ().

RESPONSE ATTRIBUTES:

A. Format

- Type 1* the names of four countries listed vertically from short to long
- Type 2* four numbers from the stimulus map listed vertically in increasing or decreasing magnitude

B. Options

- Type 1* correct response: the name of the country requested in the stimulus question
distractors: names of other countries
- Type 2* correct response: the number representing the area of exploration requested in the stimulus question
distractors: other numbers from the stimulus map

OBJECTIVE: 1.1 (cont.)

SAMPLE ITEM: Type 1

1. Which country was involved in exploration of the New World?

- A China
- B France
- C Sudan
- D Germany

SAMPLE ITEM: Type 2

Use the map to answer question 2.



2. Which number represents an area explored by the French?

- A 1
- B 2
- C 3
- D 4

OBJECTIVE: 1.2

GRADE 8: UNITED STATES HISTORY GOAL: EXPLORATION OF THE NEW WORLD

SKILL: Identify personal, political, economic and religious reasons for exploration (e.g., to satisfy curiosity, greed, fame; to maintain national pride among international rivals; to fulfill the need for resources and desire for foreign goods and for faster and cheaper trade routes; to save souls and to convert non-believers).

STIMULUS ATTRIBUTES:

- A. Format an incomplete sentence or direct question such as: Which was a reason for exploration of the New World? or All were reasons for exploration of the New World EXCEPT to:

RESPONSE ATTRIBUTES:

- A. Format four words, four phrases or four sentences listed vertically from short to long
- B. Options correct response: the word, phrase or sentence related to exploration requested in the stimulus question
distractors: other words, phrases or sentences related to exploration

SAMPLE ITEMS:

1. Which was a reason for exploration of the New World?
 - *A religion
 - B tradition
 - C language
 - D education
2. All were reasons for exploration of the New World EXCEPT to:
 - A gain fame.
 - B save souls.
 - C satisfy curiosity.
 - * D spread education.

OBJECTIVE: 1.3

GRADE 8: UNITED STATES HISTORY GOAL: EXPLORATION OF THE NEW WORLD

SKILL: Identify Christopher Columbus, Hernando de Soto, 1492.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a time line followed by a direct question such as: () is associated with which time period?

Type 2 a direct question or an incomplete sentence referring to an event, individual or date from the skill list

B. Content

Type 1 time line calibrated by centuries (1400 to 1900) and labeled with numbers

Types 1 and 2 person or event from the skill list

C. Directions

Type 1 Use the time line to answer question ().

Type 2 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers from the stimulus time line listed vertically in increasing or decreasing magnitude

Type 2 four events, four dates or four names listed vertically from short to long

B. Options

Type 1 correct response: the number from the time line requested in the stimulus question
distractors: other numbers from the stimulus time line

Type 2 correct response: the date, name or event requested in the stimulus question
distractors: other dates, names or events

SAMPLE ITEM: *Type 1*

Use the time line to answer question 1.

1	2	3	4	5
1400	1600	1700	1800	1900

1. Christopher Columbus is associated with which time period?

- A 1
- B 2
- C 3
- D 4

SAMPLE ITEM: *Type 2*

2. What event listed below happened between 1700 and 1800?

- A American Civil War
- B Hernando de Soto's voyages
- C discovery of the Americas
- D American War for Independence

OBJECTIVE: 2.1

GRADE 8: UNITED STATES HISTORY

GOAL: SETTLEMENT

SKILL: Identify and locate each of the 13 original colonies.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a map containing the 13 original colonies followed by a direct question such as: Which original English colony is labeled with the number () on the map?

Type 2 a map containing the 13 original colonies followed by a direct question such as: Numbers _____ and _____ mark the location of which of the 13 original colonies?

Type 3 a direct question such as: Which is NOT one of the 13 original colonies?

B. Content

Types 1 and 2 map with the 13 original colonies labeled by numbers

Type 3 N/A

C. Directions

Types 1 and 2 Use the map to answer question ().

Type 3 N/A

RESPONSE ATTRIBUTES:

A. Format

Type 1 four names from the 13 original colonies listed vertically from short to long

Type 2 four sets of three names from the 13 original colonies listed vertically from short to long

Type 3 four names of states in the United States

B. Options

Type 1 correct response: the name of the colony requested in the stimulus question
distractors: names of other colonies from the 13 original colonies

Type 2 correct response: the set of three colonies requested in the stimulus question
distractors: other sets of names from the 13 original colonies

Type 3 correct response: the name of a state which was NOT one of the original 13 colonies
distractors: names from the 13 original colonies

OBJECTIVE: 2.1 (cont.)



SAMPLE ITEM: *Type 1*

1. Which original English colony is labeled with the number 2 on the map?
 - A Georgia
 - B New York
 - C Pennsylvania
 - D Massachusetts

SAMPLE ITEM: *Type 2*

2. Numbers 1, 2 and 3 mark the location of which of the 13 original colonies?
 - A New York, Pennsylvania and Virginia
 - B Georgia, North Carolina and Maryland
 - C South Carolina, Vermont and Massachusetts
 - D New Jersey, New Hampshire and Rhode Island

SAMPLE ITEM: *Type 3*

3. Which is NOT one of the 13 original colonies?
 - A Georgia
 - B New Mexico
 - C Pennsylvania
 - D South Carolina

OBJECTIVE: 2.2

GRADE 8: UNITED STATES HISTORY

GOAL: SETTLEMENT

SKILL: Identify the social, cultural, economic, political, religious and demographic differences among the New England, Middle and Southern Colonies.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence such as: The _____ was MOST common in the:
- Type 2* a passage in a box followed by a direct question or an incomplete sentence such as: The paragraph BEST describes the:

B. Content

- Type 2* passage with a maximum of 175 words describing one geographic area of colonization

C. Directions

- Type 2* Read the paragraph in the box; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

names of four geographic areas of colonization

B. Options

correct response: the name of the geographic area of colonization requested in the stimulus question
distractors: names of other geographic areas of colonization

SAMPLE ITEM: *Type 1*

1. The town meeting was MOST common in the:

- A West.
- B Middle Colonies.
- C Southern Colonies.
- D New England Colonies.

SAMPLE ITEM: *Type 2*

Read the paragraph in the box; then answer question 2.

The Pilgrims began the practice of building towns with farms at the outskirts and a church meeting house at the center. Town life concentrated around the church.

2. The paragraph BEST describes the:

- A West.
- B Middle Colonies.
- C Southern Colonies.
- D New England Colonies.

OBJECTIVE: 2.3

GRADE 8: UNITED STATES HISTORY

GOAL: SETTLEMENT

SKILL: Define indentured servants, slaves, town meetings, plantations, cash crops and debtors.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence containing a definition and requiring a term or label from the skill list
- Type 2* a direct question or an incomplete sentence with an underlined term or label from the skill list and requiring a definition

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four terms listed vertically from short to long
- Type 2* four definitions from a standard dictionary listed vertically from short to long

B. Options

- Type 1* correct response: the term requested in the stimulus
distractors: other terms
- Type 2* correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: *Type 1*

1. A person who is owned by another person is a(n):
- A slave.
 - B debtor.
 - C apprentice.
 - D indentured servant.

SAMPLE ITEM: *Type 2*

2. A slave is a person who:
- A is a minister.
 - B is owned as property.
 - C is a master craftsman.
 - D works for passage overseas.

OBJECTIVE: 2.4

GRADE 8: UNITED STATES HISTORY

GOAL: SETTLEMENT

SKILL: Identify Jamestown, Plymouth, 1607, 1620.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a time line followed by a direct question such as: The _____ is associated with which time period?
- Type 2* a direct question or an incomplete sentence describing an event, individual or date from the skill list

B. Content

- Type 1*
- person or event from the skill list
 - time line calibrated in centuries (1400 to 1900) and labeled with numbers

- C. Directions** Refer to the time line; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four numbers from the stimulus time line listed vertically in increasing or decreasing magnitude
- Type 2* four events, four dates or four names listed vertically from short to long

B. Options

- Type 1*
- correct response: the number from the stimulus time line requested in the stimulus question
- distractors: other numbers from the stimulus time line
- Type 2*
- correct response: the event, date or name requested in the stimulus question
- distractors: other events, dates or names

SAMPLE ITEM: Type 1

Refer to the time line; then answer question 1.

1	2	3	4	5
1000	1600	1700	1800	1900

1. The settlement of Jamestown is associated with which time period?

- A 1
• B 2
C 3
D 4

SAMPLE ITEM: Type 2

2. The first permanent English colonial settlement in America was:

- A Plymouth.
B New York.
• C Jamestown.
D New England.

OBJECTIVE: 3.1

GRADE 8: UNITED STATES HISTORY

GOAL: FORMING THE NEW NATION

SKILL: Identify political reasons for breaking with England (e.g., England's neglect of colonies, colonies' lack of representation, limitation of individual rights).

STIMULUS ATTRIBUTES:

- A. Format** a direct question or an incomplete sentence such as: Which was (was NOT) a political reason for breaking with England?

RESPONSE ATTRIBUTES:

- A. Format** four words, four phrases or four sentences listed vertically from short to long
- B. Options** correct response: the word, phrase or sentence requested in the stimulus question
distractors: other words, phrases or sentences

SAMPLE ITEM:

1. Which was NOT a political reason for breaking with England?
- A limitation of trade
 - B limitation of individual rights
 - C colonies' lack of representation
 - D England's neglect of the colonies

OBJECTIVE: 3.2

GRADE 8: UNITED STATES HISTORY

GOAL: FORMING THE NEW NATION

SKILL: Identify the economic reasons for breaking with England (e.g., taxation, mercantilism, trade and manufacturing restrictions, growing economic power and spirit of free enterprise in the colonies).

STIMULUS ATTRIBUTES:

A. Format an incomplete sentence or a direct question such as: Which of the following was (was NOT) an economic reason for the 13 colonies breaking from England?

RESPONSE ATTRIBUTES:

A. Format four words, four phrases or four sentences listed vertically from short to long

B. Options correct response: the word, phrase or sentence requested in the stimulus question
distractors: other words, phrases or sentences

SAMPLE ITEM:

1. Which was an economic reason for the 13 colonies breaking from England?
- A limitation of individual rights
 - B colonies' lack of representation
 - C England's neglect of the colonies
 - D spirit of free enterprise in the colonies

OBJECTIVE: 3.3

GRADE 8: UNITED STATES HISTORY

GOAL: SETTLEMENT

SKILL: State the results of the disagreement with England (Declaration of Independence of 1776, Revolutionary War, establishment of an independent government).

STIMULUS ATTRIBUTES:

- A. Format** a direct question seeking the identification of an event resulting from the colonial disagreement with England

RESPONSE ATTRIBUTES:

- A. Format** four words, four phrases or four sentences listed vertically from short to long
- B. Options** correct response: the event resulting from the colonial disagreement with England
distractors: events NOT resulting from the colonial disagreement with England

SAMPLE ITEM:

1. Which event occurred as a result of the colonial disagreement with England?
- A Civil War
 - B War of 1812
 - C Revolutionary War
 - D Bacon's Rebellion

OBJECTIVE: 3.4

GRADE 8: UNITED STATES HISTORY

GOAL: FORMING THE NEW NATION

SKILL: Define patriots, loyalists, boycott, propaganda.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence containing a definition and requiring a term or label from the skill list
- Type 2* a direct question or an incomplete sentence requiring a definition of a term from the skill list

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four terms listed vertically from short to long
- Type 2* four definitions from a standard dictionary listed vertically from short to long

B. Options

- Type 1* correct response: the term requested in the stimulus question
distractors: other terms
- Type 2* correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: *Type 1*

1. A refusal to buy or use a product is:

- A a boycott.
- B propaganda.
- C mercantilism.
- D a political weapon.

SAMPLE ITEM: *Type 2*

2. A boycott is a:

- A person loyal to one's king or queen.
- B refusal to buy or use a product.
- C systematic effort to spread beliefs.
- D person who loves his or her country.

OBJECTIVE: 3.5

GRADE 8: UNITED STATES HISTORY

GOAL: FORMING THE NEW NATION

SKILL: Identify George Washington, Thomas Jefferson, 1776.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a time line followed by a direct question such as: _____ is associated with which time period?

Type 2 a direct question or an incomplete sentence referring to an event, person or date

B. Content

Type 1 time line calibrated in centuries (1400 to 1900) and labeled with numbers

C. Directions

Type 1 Refer to the time line; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers from the stimulus time line listed vertically in increasing or decreasing magnitude

Type 2 four events, four dates or four names listed vertically from short to long

B. Options

Type 1 correct response: the number requested in the stimulus question
distractors: other numbers from the stimulus time line

Type 2 correct response: the event, date or name requested in the stimulus question
distractors: other events, dates or names

SAMPLE ITEM: Type 1

Refer to the time line; then answer question 1.

1	2	3	4	5
1400	1600	1700	1800	1900

1. Thomas Jefferson was President of the United States during which time period?

- A 1400 - 1600
- B 1600 - 1700
- C 1700 - 1800
- D 1800 - 1900

SAMPLE ITEM: Type 2

2. Who was the third President of the United States?

- A Paul Revere
- B Thomas Jefferson
- C Benjamin Franklin
- D George Washington

OBJECTIVE: 4.1

GRADE 8: UNITED STATES HISTORY

GOAL: CONSTITUTION

SKILL: Identify the problems that made a new Constitution necessary (weaknesses of the Articles of Confederation, economic difficulties, boundary disputes, unwillingness to compromise, etc.).

STIMULUS ATTRIBUTES:

- A. Format** a direct question or an incomplete sentence asking for a reason for the development of the Constitution

RESPONSE ATTRIBUTES:

- A. Format** four words, four phrases, four sentences or four names of historical documents listed vertically from short to long

- B. Options** correct response: the word, phrase, sentence or name requested in the stimulus
distractors: other words, phrases, sentences or names

SAMPLE ITEM:

1. The MAIN reason for the development of the Constitution was the overall weakness of the:
- A Magna Carta.
 - B Mayflower Compact.
 - C Articles of Confederation.
 - D Declaration of Independence.

OBJECTIVE: 4.2

GRADE 8: UNITED STATES HISTORY

GOAL: CONSTITUTION

SKILL: List specific functions of the three branches of government.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence such as: One function of the _____ branch of the United States government is to:

Type 2 an incomplete sentence or a direct question such as: Which branch of the United States government _____?

RESPONSE ATTRIBUTES:

A. Format

Type 1 four functions of the United States government listed vertically from short to long

Type 2 four branches or departments of the United States government

B. Options

Type 1 correct response: the function of the United States government requested in the stimulus
distractors: other functions of the United States government

Type 2 correct response: the branch of government requested in the stimulus
distractors: other branches or departments of government

SAMPLE ITEM: *Type 1*

1. One function of the judicial branch of the United States government is to:

- A veto laws.
- B pass laws.
- C interpret laws.
- D carry out laws.

SAMPLE ITEM: *Type 2*

2. Which branch of the United States government interprets laws?

- A Senate
- B judicial
- C executive
- D legislative

OBJECTIVE: 4.3

GRADE 8: UNITED STATES HISTORY

GOAL: CONSTITUTION

SKILL: Identify the importance of the Bill of Rights to the individual (serves as legal guarantee of personal liberty, protects people from government interference in certain areas).

STIMULUS ATTRIBUTES:

A. Format

Type 1 a direct question or an incomplete sentence such as: The Bill of Rights of the United States Constitution guarantees: or Which is NOT guaranteed by the Bill of Rights?

RESPONSE ATTRIBUTES:

A. Format

four words, four phrases or four sentences listed vertically from short to long

B. Options

Type 1 correct response: the right or liberty requested in the stimulus
distractors: rights or liberties not guaranteed by the United States Constitution

SAMPLE ITEM: *Type 1*

1. The Bill of Rights of the U.S. Constitution guarantees:

- A the right to vote.
- B freedom from fear.
- C freedom of the press.
- D the right to own property.

SAMPLE ITEM: *Type 2*

2. Which is NOT guaranteed by the Bill of Rights?

- A the right to vote
- B freedom of religion
- C freedom of the press
- D the right to bear arms

OBJECTIVE: 4.4

GRADE 8: UNITED STATES HISTORY

GOAL: CONSTITUTION

SKILL: Define constitution, federalism, republic.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence containing a definition and requiring a term or label from the skill list
- Type 2* a direct question or an incomplete sentence requiring a definition of a term from the skill list

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four terms listed vertically from short to long
- Type 2* four definitions from a standard dictionary listed vertically from short to long

B. Options

- Type 1* correct response: the term requested in the stimulus question
distractors: other terms
- Type 2* correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: *Type 1*

1. A system of fundamental principles by which a group is governed is:
- A a republic.
 - B federalism.
 - C a constitution.
 - D a political party.

SAMPLE ITEM: *Type 2*

2. A constitution is a system of:
- A religious theories.
 - B political procedures.
 - C principles by which a group is governed.
 - D historical guidelines for social groups.

OBJECTIVE: 4.5

GRADE 8: UNITED STATES HISTORY

GOAL: CONSTITUTION

SKILL: Identify Benjamin Franklin

STIMULUS ATTRIBUTES:

A. Format

Type 1 a time line followed by a direct question such as: Benjamin Franklin is associated with which time period?

Type 2 a direct question or an incomplete sentence referring to Benjamin Franklin

B. Content

Type 1 time line calibrated in centuries (1400 to 1900) and labeled with numbers

C. Directions

Type 1 Refer to the time line; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers from the stimulus time line listed vertically in increasing or decreasing magnitude

Type 2 four events, four dates or four names listed vertically from short to long

B. Options

Type 1 correct response: the number requested in the stimulus question
distractors: other numbers from the stimulus time line

Type 2 correct response: the event, date or name requested in the stimulus question
distractors: other events, dates or names

SAMPLE ITEM: *Type 1*

Refer to the time line; then answer question 1.

1	2	3	4	5
1400	1600	1700	1800	1900

1. Benjamin Franklin is associated with which time period?

- A 1
- B 2
- C 3
- D 4

SAMPLE ITEM: *Type 2*

2. An American statesman, author, scientist, printer and inventor during the period from 1706-1790 was:

- A Jefferson Davis.
- B Abraham Lincoln.
- C Benjamin Franklin.
- D George Washington.

OBJECTIVE: 5.1

GRADE 8: UNITED STATES HISTORY

GOAL: POST-REVOLUTIONARY EXPANSION

SKILL: Identify the major stages of expansion (to the Mississippi; the Louisiana Purchase; the Northwest; the Southwest and West) and their importance to the development of the nation.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a map followed by a direct question such as: Which number represents the stage of expansion that nearly doubled the size of the United States in 1803?

Type 2 a direct question or an incomplete sentence such as: The Louisiana Purchase:

B. Content

Type 1 map with major stages of expansion labeled with numbers

C. Directions

Type 1 Refer to the map below; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers from the stimulus map listed vertically in increasing or decreasing magnitude

Type 2 four words, four phrases, four sentences or four names listed vertically from short to long

B. Options

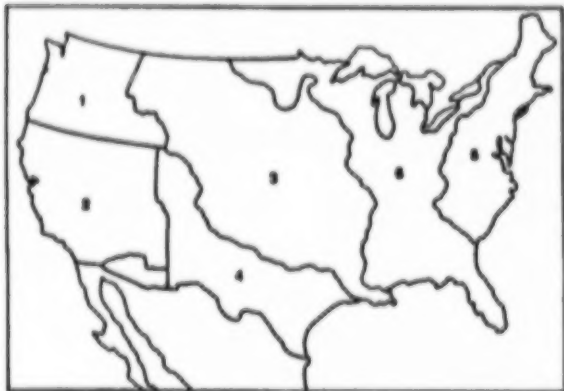
Type 1 correct response: the number representing the stage of expansion requested in the stimulus question
distractors: numbers representing other stages of expansion

Type 2 correct response: the word, phrase, sentence or name requested in the stimulus question
distractors: other words, phrases, sentences or names which refer to stages of expansion

OBJECTIVE: 5.1 (cont.)

SAMPLE ITEM: Type 1

Refer to the map below; then answer question 1.



1. Which number represents the stage of expansion that nearly doubled the size of the U.S. in 1803?

- A 2
- B 3
- C 4
- D 6

SAMPLE ITEM: Type 2

2. The Louisiana Purchase:

- A was located in California and Oregon.
- B was land purchased from Spain in 1825.
- C nearly doubled the size of the U.S. in 1803.
- D included the states of Kentucky and Tennessee.

OBJECTIVE: 5.2

GRADE 8: UNITED STATES HISTORY GOAL: POST-REVOLUTIONARY EXPANSION

SKILL: Recognize the importance of the Monroe Doctrine (provided basis of our foreign policy, established U.S. claims to ownership and control of the Western Hemisphere).

STIMULUS ATTRIBUTES:

A. Format a direct question or an incomplete sentence related to the importance or effect of the Monroe Doctrine

RESPONSE ATTRIBUTES:

A. Format four words, four phrases, four sentences or four names listed vertically from short to long

B. Options correct response: the importance or effect of the Monroe Doctrine requested in the stimulus question
distractors: effects of other events or policies NOT related to the Monroe Doctrine

SAMPLE ITEM:

1. The Monroe Doctrine had the MOST IMPORTANT effect on our:

- * A foreign policy.
- B domestic policy.
- C western expansion.
- D trade with England.

OBJECTIVE: 5.3

GRADE 8: UNITED STATES HISTORY GOAL: POST-REVOLUTIONARY EXPANSION

SKILL: Define Manifest Destiny, nationalism.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence containing a definition and requiring a term or label from the skill list
- Type 2* a direct question or an incomplete sentence requiring a definition of a term from the skill list

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four terms listed vertically from short to long
- Type 2* four definitions from a standard dictionary listed vertically from short to long

B. Options

- Type 1* correct response: the term requested in the stimulus question
distractors: other terms
- Type 2* correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: *Type 1*

1. A feeling of patriotism BEST defines:

- A federalism.
- B puritanism.
- C propaganda.
- D nationalism.

SAMPLE ITEM: *Type 2*

2. Nationalism can BEST be defined as:

- A a feeling of patriotism.
- B a dual system of government.
- C the power to give orders that must be obeyed.
- D the belief that the United States should expand westward.

OBJECTIVE: 6.1

GRADE 8: UNITED STATES HISTORY

GOAL: CIVIL WAR

SKILL: Identify the economic bases of the North and South (Industrial North, agricultural South).

STIMULUS ATTRIBUTES:

A. Format

Type 1 four labeled graphic illustrations followed by an incomplete sentence or a direct question such as: Which drawing shows the economic basis of the South prior to the American Civil War?

Type 2 a direct question or an incomplete sentence such as: The economic base of the South prior to the American Civil War was:

B. Content

Type 1 a. graphic illustration of four economic bases in 1861, labeled with numbers
b. one illustration of the North and one of the South

C. Directions

Type 1 Look at the drawings below; then answer question ____.

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers listed vertically in increasing or decreasing magnitude

Type 2 four words or phrases listed vertically from short to long

B. Options

Type 1 correct response: the number of the illustration requested in the stimulus question
distractors: other numbers from the stimulus illustrations

Type 2 correct response: the economic base requested in the stimulus question
distractors: other economic bases

OBJECTIVE: 6.1 (cont.)

SAMPLE ITEM: Type 1

Look at the drawings below; then answer question 1.



1. Which drawing shows the economic base of the South prior to the American Civil War?

- A 1
- B 2
- C 3
- D 4

SAMPLE ITEM: Type 2

2. The economic base of the South prior to the American Civil War was:

- A cattle.
- B fishing.
- C industry.
- D agriculture.

OBJECTIVE: 6.2

GRADE 8: UNITED STATES HISTORY

GOAL: CIVIL WAR

SKILL: Describe the causes of the Civil War (tariffs, states' rights, sectionalism, divergent economic growth, cultural differences, slavery).

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question requiring the identification of causes of the American Civil War
- Type 2* a direct question or an incomplete sentence referring to causes of the American Civil War

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four pairs of words or phrases listed vertically from short to long
- Type 2* four words or four phrases listed vertically from short to long

B. Options

- Type 1* correct response: the pair of words or phrases describing causes of the American Civil War
distractors: other pairs of words or phrases
- Type 2* correct response: the word or phrase which is (is NOT) a cause of the American Civil War
distractors: words or phrases which are NOT (are) causes of the American Civil War

SAMPLE ITEM: *Type 1*

1. Which was a cause of the American Civil War?

- A slavery
- B Stamp Act
- C Indian uprisings
- D religious persecution

SAMPLE ITEM: *Type 2*

2. All were causes of the American Civil War EXCEPT:

- A tariffs.
- B slavery.
- C states' rights.
- D freedom of religion.

OBJECTIVE: 6.3

GRADE 8: UNITED STATES HISTORY

GOAL: CIVIL WAR

SKILL: Identify effects, both real and symbolic, of the Emancipation Proclamation (freed slaves behind Confederate military lines, turned war into flight for freedom as well as for union, gave moral weight to the Northern cause, helped sway British public opinion to Union's side, persuaded blacks to enlist in the Union army).

STIMULUS ATTRIBUTES:

- A. Format** a direct question or an incomplete sentence such as: Blacks were persuaded to enlist in the Union army as a result of the:

RESPONSE ATTRIBUTES:

- A. Format** four words, four phrases, four sentences or four historical documents listed vertically from short to long
- B. Options** correct response: the word, phrase, sentence or historical document requested in the stimulus question.
distractors: other words, phrases, sentences or historical documents

SAMPLE ITEM:

1. Blacks were persuaded to enlist in the Union Army as a result of the:
- A Revolutionary War.
 - B Gettysburg Address
 - C Emancipation Proclamation.
 - D Declaration of Independence.

OBJECTIVE: 6.4

GRADE 8: UNITED STATES HISTORY

GOAL: CIVIL WAR

SKILL: Define secession.

STIMULUS ATTRIBUTES:

A. Format

- Type 1* a direct question or an incomplete sentence requiring a term or label from the skill list
- Type 2* a direct question or an incomplete sentence containing a definition and requiring a definition of a term from the skill list

RESPONSE ATTRIBUTES:

A. Format

- Type 1* four terms listed vertically from short to long
- Type 2* four definitions from a standard dictionary listed vertically from short to long

B. Options

- Type 1* correct response: the term requested in the stimulus question
distractors: other terms
- Type 2* correct response: the definition of the stimulus term
distractors: definitions of other terms

SAMPLE ITEM: Type 1

1. A formal withdrawing from an organization is:

- A secession.
- B federalism.
- C nationalism.
- D propaganda.

SAMPLE ITEM: Type 2

2. Secession can BEST be defined as a:

- A dual system of government.
- B systematic effort to spread beliefs.
- C feeling of patriotism for one's country.
- D formal withdrawal from an organization.

OBJECTIVE: 6.5

GRADE 8: UNITED STATES HISTORY

GOAL: CIVIL WAR

SKILL: Identify Abraham Lincoln, 1861-1865, Union, Confederacy.

STIMULUS ATTRIBUTES:

A. Format

Type 1 a time line followed by a direct question such as: _____ is associated with which time period?

Type 2 a direct question or an incomplete sentence referring to an event, person or date

B. Content

Type 1 time line calibrated in centuries (1400 to 1900) and labeled with numbers

C. Directions

Type 1 Refer to the time line below; then answer question ().

RESPONSE ATTRIBUTES:

A. Format

Type 1 four numbers from the stimulus time line listed vertically in increasing or decreasing magnitude

Type 2 four events, four dates or four names listed vertically from short to long

B. Options

Type 1 correct response: the number requested in the stimulus question
distractors: other numbers from the stimulus time line

Type 2 correct response: the event, date or name requested in the stimulus question
distractors: other events, dates or names

SAMPLE ITEM: Type 1

Refer to the time line below; then answer question 1.

1	2	3	4	5
1400	1600	1700	1800	1900

1. Abraham Lincoln was President of the United States during which time period?

- A 1
- B 2
- C 3
- D 4

SAMPLE ITEM: Type 2

2. The Emancipation Proclamation was issued by:

- A Jefferson Davis.
- B Abraham Lincoln.
- C Thomas Jefferson.
- D George Washington.